DOCUMENT RESUME

ED 064 438 UD 012 481

TITLE Four Alternative Attendance Plans to Satisfy the Requirements of Racial and Ethnic Balance in the Bakersfield City Elementary School District.

INSTITUTION California State Dept. of Education, Sacramento. Bureau of Intergroup Relations.

PUB DATE May 72

NOTE 49p.

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS *Computer Programs; Computers; Elementary Schools; Integration Methods; *Integration Plans; Integration Studies; Models; Racial Balance; Research Utilization; School Districts; *School Integration; Secondary Schools; Student Placement; *Urban Schools

IDENTIFIERS *California

ABSTRACT

On November 8, 1971, the Bakersfield City Board of Education adopted a motion directing that the school district request the Bureau of Intergroup Relations to assist in the development of plans under the guidelines of California Administrative Code Sections 14020 and 14021 to eliminate racial imbalance in district schools. The Bureau team agreed to organize data, formulate a series of specific models, test the models by means of a computer program, and present alternatives to the Superintendent. The four alternative attendance plans described in this report are offered to the Superintendent of the Bakersfield City School District for his study and consideration. The computer program enables the team to measure physical characteristics of the plans, and to ascertain whether, in gross terms, they are feasible and consistent with the purposes of the study. Two of the plans that have been developed would retain the present grade pattern, kindergarten through grade six in elementary schools, and grades seven and eight in junior high schools. The other two plans depart from that pattern at the elementary level only, dividing the schools into primary (K-three) and intermediate (four-six). (Author/JM)

FOUR ALTERNATIVE ATTENDANCE PLANS TO SATISFY REQUIREMENTS OF RACIAL AND ETHNIC BALANCE IN THE BAKERSFIELD CITY ELEMENTARY SCHOOL DISTRICT

Offered for the Superintendent's
Consideration and Possible Submission
to the Bakersfield City Board of Education

Bureau of Intergroup Relations
State Department of Education

Sacramento
May 1972

FOUR ALTERNATIVE ATTENDANCE PLANS TO SATISFY REQUIREMENTS OF RACIAL AND ETHNIC BALANCE IN THE BAKERSFIELD CITY ELEMENTARY SCHOOL DISTRICT

1. INTRODUCTION

On November 8, 1971, the Bakersfield City Board of Education adopted a motion directing that the school district request the Bureau of Intergroup Relations to assist in the development of plans under the guidelines of California Administrative Code Sections 14020 and 14021 to eliminate racial imbalance in district schools. Soon afterward Superintendent C. C. Carpenter arranged for a visit by a Bureau of Intergroup Relations consultant team, and it was agreed that services would be provided which would result in the development of alternative attendance plans based on data compiled by Bakersfield staff, on suggestions by school and other personnel, and on methods developed elsewhere for application in comparable school districts.

During a second visit Bureau consultants met with Dr. Carpenter and members of his staff to initiate the planning procedure. They brought with them Herbert Nickles of the staff of the Western School Desegregation Projects, University of California, Riverside, who helped to devise a format for the collection of data regarding pupils and schools. Philip Niederauer, the district's Director of Research, followed that format in obtaining the necessary tally of pupils, their grade, racial or ethnic identity, and area of residence in a special survey conducted by the schools in January 1972. The consultant team held discussion sessions with a representative group of Bakersfield educators, and gave

particular attention to previous proposals for improving racial and ethnic balance in the schools, among them a plan presented by an ad hoc committee of citizens and several alternatives presented by a staff group concerning Lincoln Junior High School, one of which was adopted for implementation on a voluntary basis beginning in January 1972.

Although the role of Bureau consultants is usually limited to advising and assisting school district personnel in the development of specific attendance plans, the Bureau team agreed in this case to organize the data, formulate a series of specific models, test the models by means of a computer program prepared by Mr. Nickles, and present alternatives to the Superintendent. The main responsibility was assigned by the Bureau of Intergroup Relations to two consultants, Fred Gunsky and Charles Godoy, who made several visits to Bakersfield to obtain the views of educators and members of the school community, and to review with them the educational implications and other effects of various proposals.

The four alternative attendance plans described in this report are the result of the efforts of Mr. Gunsky and Dr. Godoy, with the technical assistance of Gary Smigel and Mr. Nickles. They are offered to the Superintendent of the Bakersfield City School District for his study and consideration, so that he may select one or more for presentation to the Board of Education. It is the Board's responsibility

under State law and policy to make any decision to adopt and implement a plan to prevent and eliminate racial and ethnic imbalance in pupil enrollment.

2. NOTE ON THE COMPUTER PROGRAM

Among the criteria for a feasible attendance plan used in the present study are several practical considerations which can be measured in quantitative terms. They are the subject of the computer program that has been utilized by Herbert Nickles to measure each of the four plans developed by the Bureau of Intergroup Relations team.

The computer output tells us the racial and ethnic composition of each school at the time of the January survey, and what it would be if plan "A", "B", "C" or "D" were to be implemented. It tabulates the home-to-school distance for each residential "block" reassigned by a plan, and tells us the average distance to school for pupils to be transported, as well as the number of pupils eligible for transportation. It tells us how closely each plan approaches optimum balancing of all the schools.

In short, the computer program enables the team to measure physical characteristics of the plans, and to ascertain whether, in gross terms, they are feasible and consistent with the purposes of the study.

Three cautions, however: First, numbers of pupils in the computed tables are smaller than the actual numbers that will be present in the schools, because incoming kindergarten pupils could not be counted and

children enrolled in special education classes also were omitted. Second, school capacities and home-to-school distances were arrived at rather arbitrarily, and close study by district personnel will be required to determine the details of pupil assignment and transportation if one of the plans is selected. Third, there are important criteria which cannot be measured quantitatively, having to do with the direction and quality of the educational program. The Superintendent and Board of Education will have to apply their own values and expertise in deciding which of the plans best fits the educational needs of children in Bakersfield.

3. EDUCATIONAL IMPLICATIONS OF IMBALANCE IN THE DISTRICT'S PRESENT ATTENDANCE PLAN

Of the 35 schools in the Bakersfield City District to which pupils are regularly assigned, 30 were imbalanced in fall, 1971, because they deviated by more than 15 percent from the districtwide percentage of pupil enrollment in one or more racial or ethnic groups. Only Pauly, William Penn and Wayside Elementary Schools and Golden State and Washington Junior High Schools were within the range of balance set by California Administrative Code regulations, and several of those were near the outer limit of the range. Ten of the schools exceeded 50 percent minority enrollment, and seven had 90 percent or more white enrollment. (See Appendix.)

As in many other school districts, imbalance or racial and ethnic isolation has existed for many years. It is the result of residential

patterns which isolate black, brown and white families, together with the district's long-standing policy of selecting school sites and assigning pupils to schools nearest their homes.

National and State policies, reflected in the Code requirements as well as court rulings and statutory provisions including Education Code Sections 5002 and 5003 (California Legislature, 1971), are based on considerations not only of civil rights but of equal educational opportunities. The isolation of children of racial and ethnic minority groups from other children has a direct influence on learning, in relation to cultural awareness and coping with diversity, and also in relation to developing specific skills which are fundamental to success in school and careers.

Segregated schools exact a high price from all children. They reinforce a segregated life-style which leads to alienation and feelings of powerlessness and despair among minority youngsters. They fail to provide opportunities for children of all groups to learn social skills through the normal educational experiences of working and playing together. They penalize white children by isolating them from wide areas of personal acquaintance and humanistic knowledge.

These generalizations are borne out by the experience of the Bakersfield City schools and the high schools of the Kern County Union High School District. Despite the efforts of hard-working teachers and administrators, all the ingredients of conventional, special and compensatory

instructional programs have not closed the achievement gap. In terms of human relations, of realistic preparation for work and citizenship, of self-development and the opening of doors to a multicultural society, segregated schools have not served Bakersfield well.

It is proposed, therefore, that the district select one of the alternative attendance plans described in this report in order to:

a. Create the optimum racial and ethnic balance in all schools;

b. Improve the socioeconomic balance in all schools; and,

c. Create the greatest potential for improved educational programs at all schools.

4. ALTERNATIVE PLANS, GRADES K-6

Demographic factors concerning the distribution of centers of black, brown and white population in Bakersfield make it impractical to attempt to balance the schools by shifting attendance zone boundaries, or by simple pairing of schools of different racial and ethnic composition. Instead it has been necessary to reassemble the district's approximately 250 residential "blocks" into a new pattern of school attendance. (Several contiguous city blocks comprise each of the 250-odd geographical units which the district staff for some time has used for research and planning purposes.)

Planning constraints have included:

a. Reasonable use of existing classrooms and facilities;

b. Transportation for minimum distances, and only when necessary to achieve balance;

c. Observance of State guidelines (Administrative Code Section 14021) which define an imbalanced school as one which deviates by more than 15 percent from the districtwide mean in any racial or ethnic group;

d. Extending the neighborhood, wherever possible, rather than joining noncontiguous "blocks" in the attendance area of a school; and,

e. Development of feeder patterns which provide each child who remains at the same address with a consistent assignment to one school at each grade level through grade 8, the same school attended at that grade level by his siblings and immediate neighbors.

Two of the plans that have been developed ("A" and "C") would retain the present grade pattern, kindergarten through grade 6 in elementary schools, and grades 7 and 8 in junior high schools. The other two plans ("B" and "D") depart from that pattern at the elementary level only, dividing the schools into primary (K-3) and intermediate (4-6).

PLAN "A" (BALANCED FEEDER PLAN)

The first plan retains the present grade pattern (K-6) and establishes the attendance area of each of seven junior high schools as a zone within which children will be enrolled through grade 8. The seven zones and their schools are:

Zone	Elementary Schools	Junior High Schools
1	Castro Lane Fremont Harris Munsey	Curran
2	Franklin McKinley Owens Roosevelt	Emerson
3	Jefferson Longfellow Noble	Washington
4	Baker College Heights Eissler Hort Nichols	Chipman
5	Harding Horace Mann Williams	Compton
6	Pioneer Drive Mount Vernon	Sierra
7	Casa Loma Frank West Pauly Wayside	Golden State

Assignments to schools have been made so that all pupils residing in the same "block" (a group of contiguous city blocks) will attend the same K-6 school and later the same junior high school. Pupils will not cross zone lines on their way from home to school, with the exception of some pupils in zones 1, 2 and 4 which are made up in each instance of two sets of "blocks". These three exceptions to the general rule were necessary in order to achieve racial and ethnic balance.

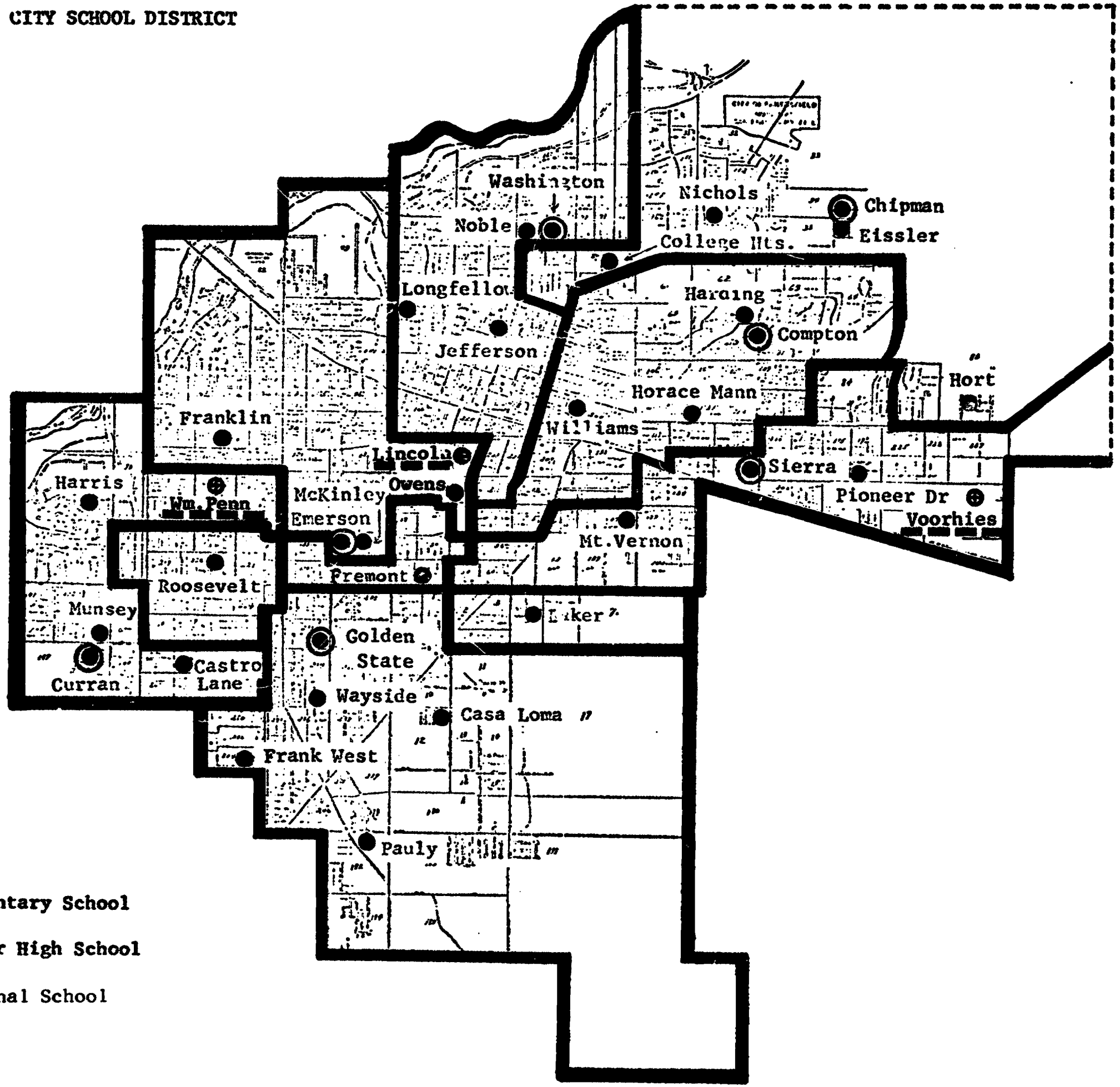
In effect, the combined areas of Castro Lane, Fremont, Harris and Munsey become an extended neighborhood in which all pupils attend a K-6 school (not necessarily the nearest one to the pupil's home), and go on to grades 7 and 8 at Curran Junior High School. The combined areas of Franklin, McKinley, Owens and Roosevelt, similarly, become an extended neighborhood in which all pupils attend a K-6 school, and go on to Emerson Junior High School. And so on for each of the seven zones.

This plan excludes William Penn and Voorhies Elementary Schools from any zone, and assigns children living near them to other schools. The purpose is to make those two schools available for housing two demonstration schools, grades K through 4, with optional enrollment from anywhere in the district, within the limits of racial and ethnic balance. (Lincoln Junior High School, as part of the same concept, would be a demonstration middle school, grades 5 through 8, with optional enrollment from anywhere in the district.) Overload at other

schools would be relieved by these optional enrollments, and it is assumed that the "magnet" aspects of the demonstration programs would attract enough pupils to permit achieving racial, ethnic and socio-economic balance in those schools. Other advantages of the optional or alternative schools are discussed in Section 4 of this report.

Maps on the following pages indicate the boundaries of each of the seven areas in Plan "A", and the table shows the distribution of enrollment in each school of regular assignment. (Note: Enrollment figures are those used in the computer program. They will require adjustment according to actual K-8 and special education enrollment as well as transfers to William Penn and Voorhies.)

BAKERSFIELD CITY SCHOOL DISTRICT
PLAN "A"

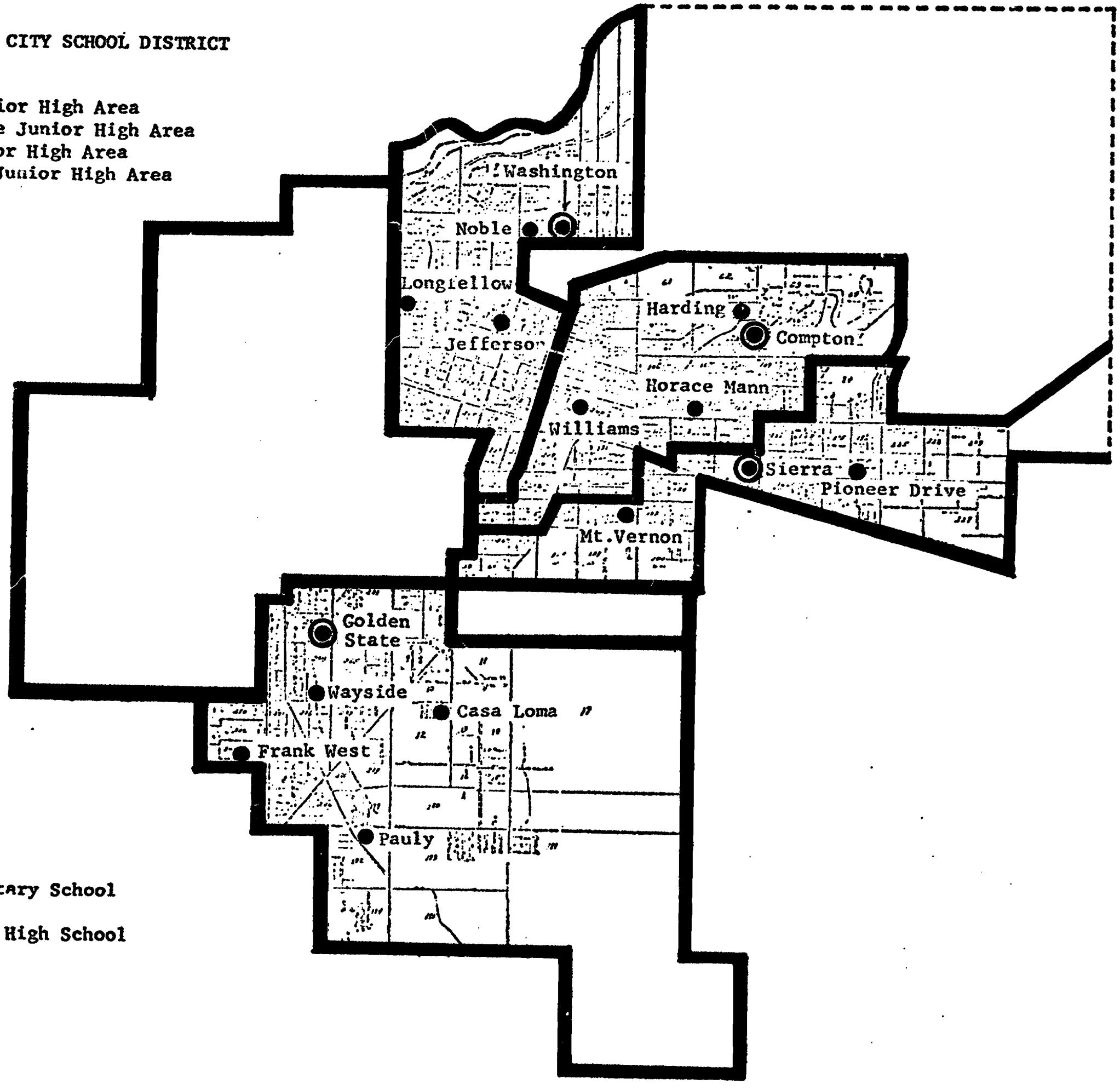


KEY:

- ● Elementary School
- ◉ Junior High School
- ⊕ Optional School

BAKERSFIELD CITY SCHOOL DISTRICT
PLAN "A"

Compton Junior High Area
Golden State Junior High Area
Sierra Junior High Area
Washington Junior High Area



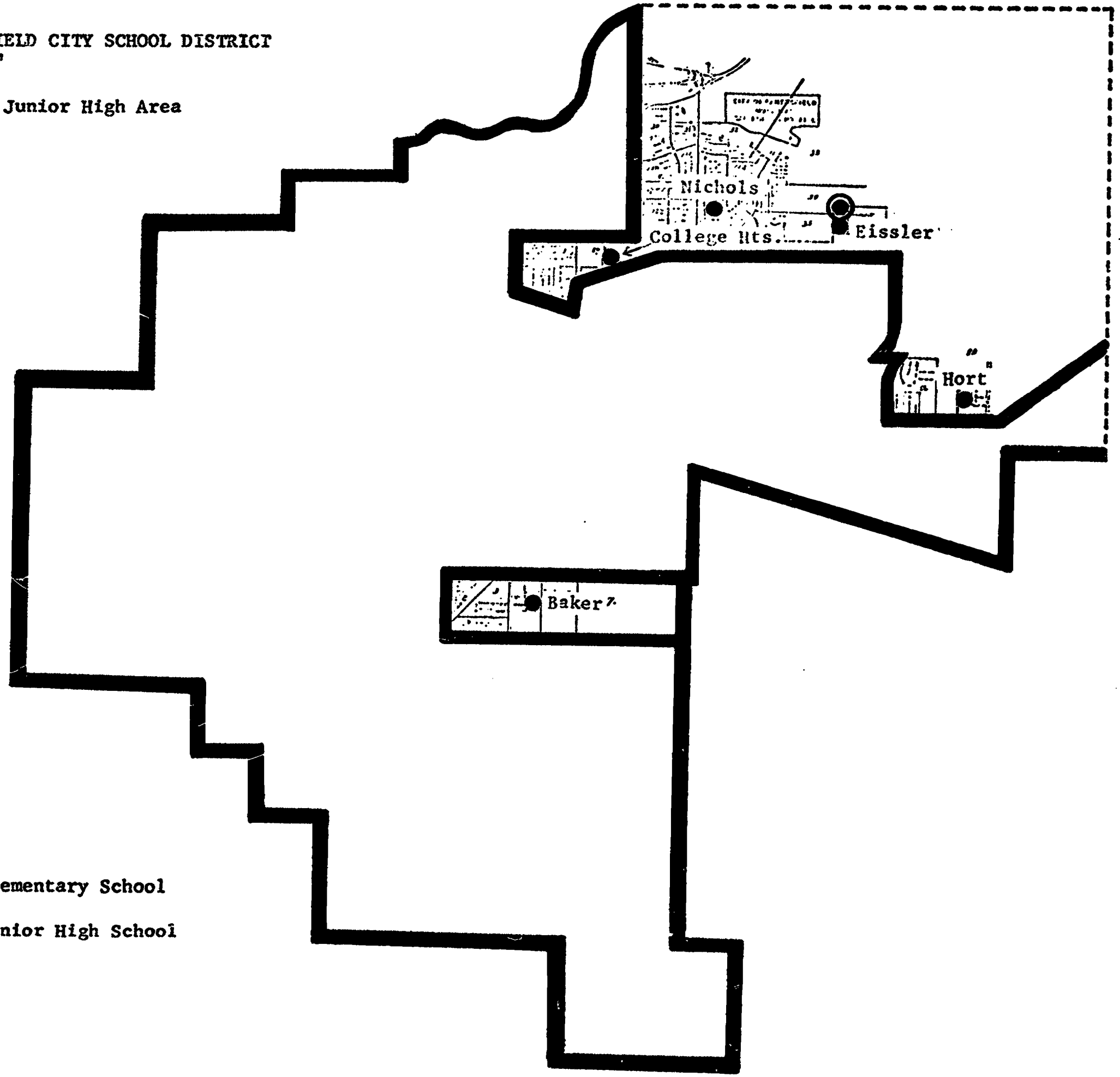
KEY:

● Elementary School

◉ Junior High School

BAKERSFIELD CITY SCHOOL DISTRICT
PLAN "A"

Chipman Junior High Area



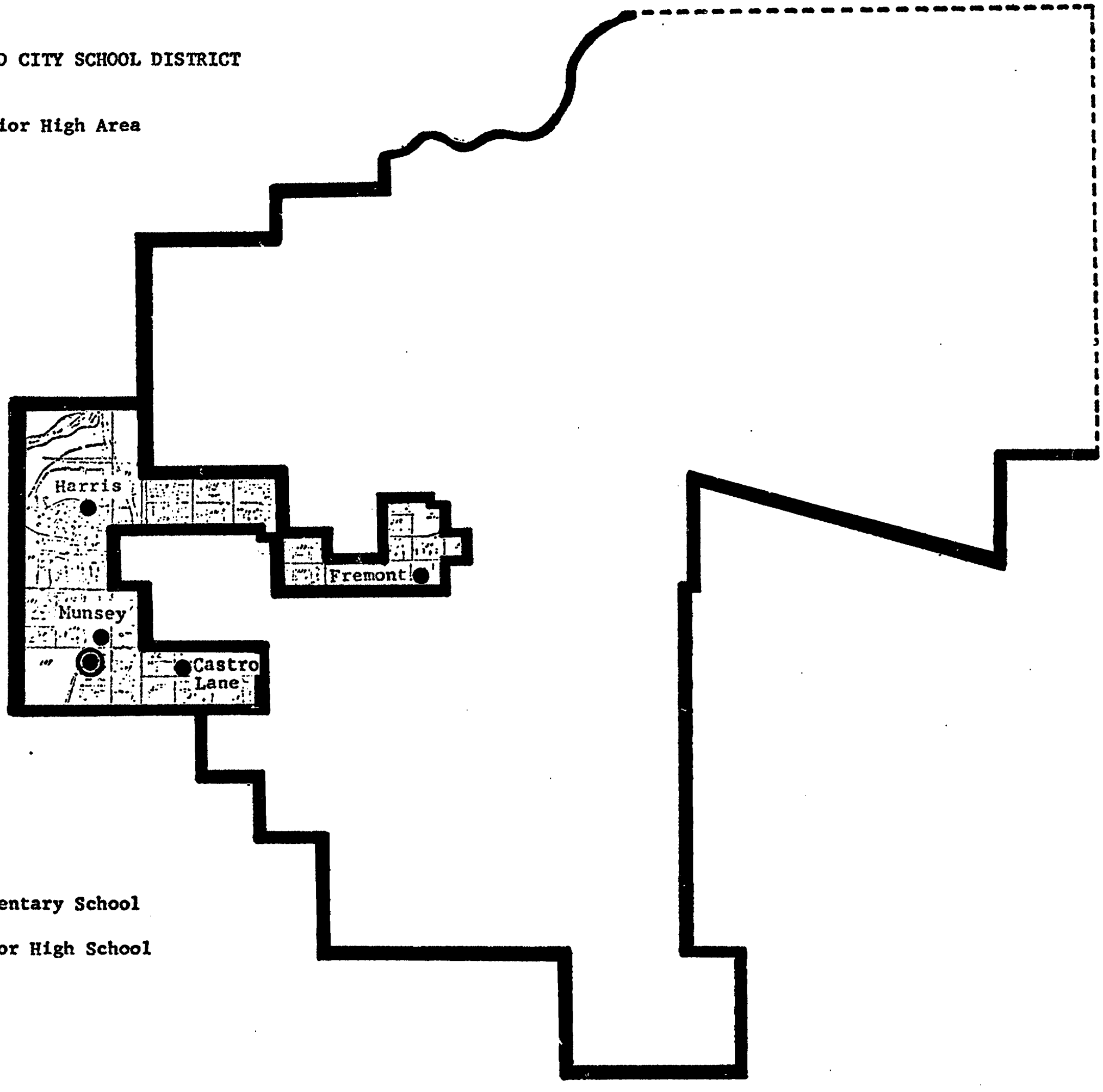
KEY:

● Elementary School

◉ Junior High School

BAKERSFIELD CITY SCHOOL DISTRICT
PLAN "A"

Curran Junior High Area



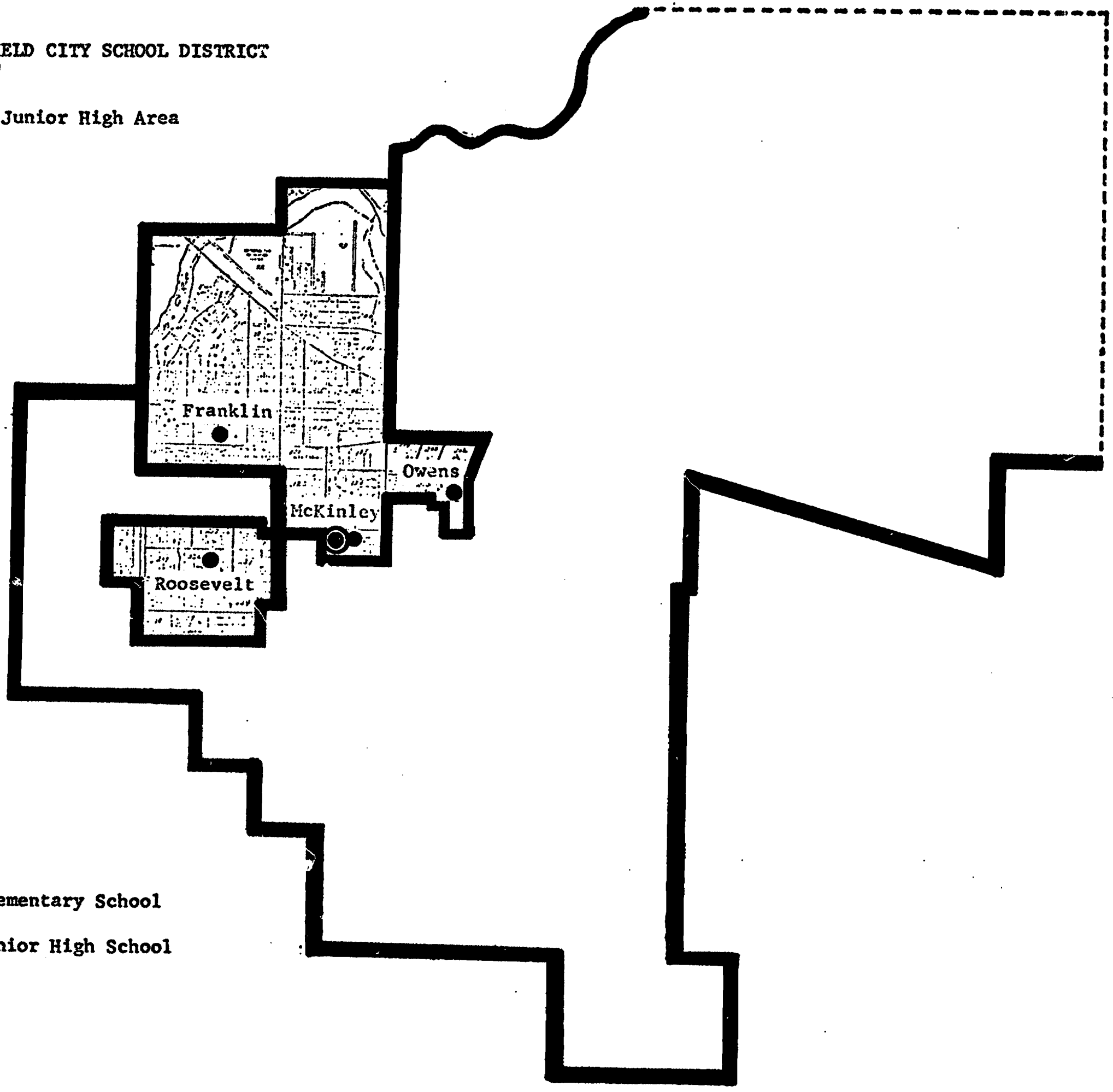
KEY:

● Elementary School

◉ Junior High School

BAKERSFIELD CITY SCHOOL DISTRICT
PLAN "A"

Emerson Junior High Area



KEY:

- Elementary School
- Junior High School

BAKERSFIELD CITY SCHOOL DISTRICT
PLAN "A"

SCHOOL	ENRCLLMENT ANGLO	MEXICAN	NEGRO	OTHER	PERCENTAGE ANGLO	MEXICAN	NEGRO	OTHER	MINCRITY ENRCLLMENT	MINCRITY PERCENTAGE	TCTAL ENRCLLMENT
BAKER	207	90	34	0	62.54	27.19	10.27	0.00	124	37.46	331
CASA LOMA	221	75	107	2	54.57	18.52	26.42	0.49	184	45.43	405
CASTRO LANE	312	33	93	5	70.43	7.45	20.99	1.13	131	29.57	443
COLLEGE HEIGHTS	256	178	1	3	58.45	40.64	0.23	0.68	182	41.55	438
EISSLER	236	100	3	9	67.82	28.74	0.86	2.59	112	32.18	348
FRANKLIN	148	43	71	11	54.21	15.75	26.01	4.03	125	45.79	273
FREMONT	283	104	79	3	60.34	22.17	16.84	0.64	186	39.66	469
HARDING	264	127	82	13	54.32	26.13	16.87	2.67	222	45.68	486
HARRIS	344	82	103	8	64.06	15.27	19.18	1.49	193	35.94	537
HORT	171	91	46	2	55.16	29.35	14.84	0.65	139	44.84	310
JEFFERSON	307	164	49	3	58.70	31.36	9.37	0.57	216	41.30	523
LONGFELLOW	341	214	39	2	57.21	35.91	6.54	0.34	255	42.79	596
HORACE MANN	414	245	116	2	53.28	31.53	14.93	0.26	363	46.72	777
MC KINLEY	256	97	134	18	50.69	19.21	26.53	3.56	249	49.31	505
MT. VERNON	542	450	124	18	47.80	39.68	10.93	1.59	592	52.20	1134
MUNSEY	307	153	86	1	56.12	27.97	15.72	0.18	240	43.88	547
NICHOLS	383	149	95	0	61.08	23.76	15.15	0.00	244	38.92	627
NOBLE	413	227	103	4	55.29	30.39	13.79	0.54	334	44.71	747
PAULY	349	53	96	8	68.97	10.47	18.97	1.58	157	31.03	506
PIUNEER DRIVE	556	334	89	1	56.73	34.08	9.08	0.10	424	43.27	980
OWENS	297	163	119	11	50.34	27.63	20.17	1.86	293	49.66	590
ROOSEVELT	245	31	115	5	61.87	7.83	29.04	1.26	151	38.13	396
WAYSIDE	230	113	88	9	52.27	25.68	20.00	2.05	210	47.73	440
FRANK WEST	384	89	204	7	56.14	13.01	29.82	1.02	300	43.86	684
WILLIAMS	486	265	48	3	60.60	33.04	5.99	0.37	316	39.40	802
DISTRICT TOTALS	7964	3670	2124	148	57.27	26.39	15.27	1.06	5942	42.73	13906

PLAN "B" (BALANCED FEEDER PLAN WITH PRIMARY AND INTERMEDIATE SCHOOLS)

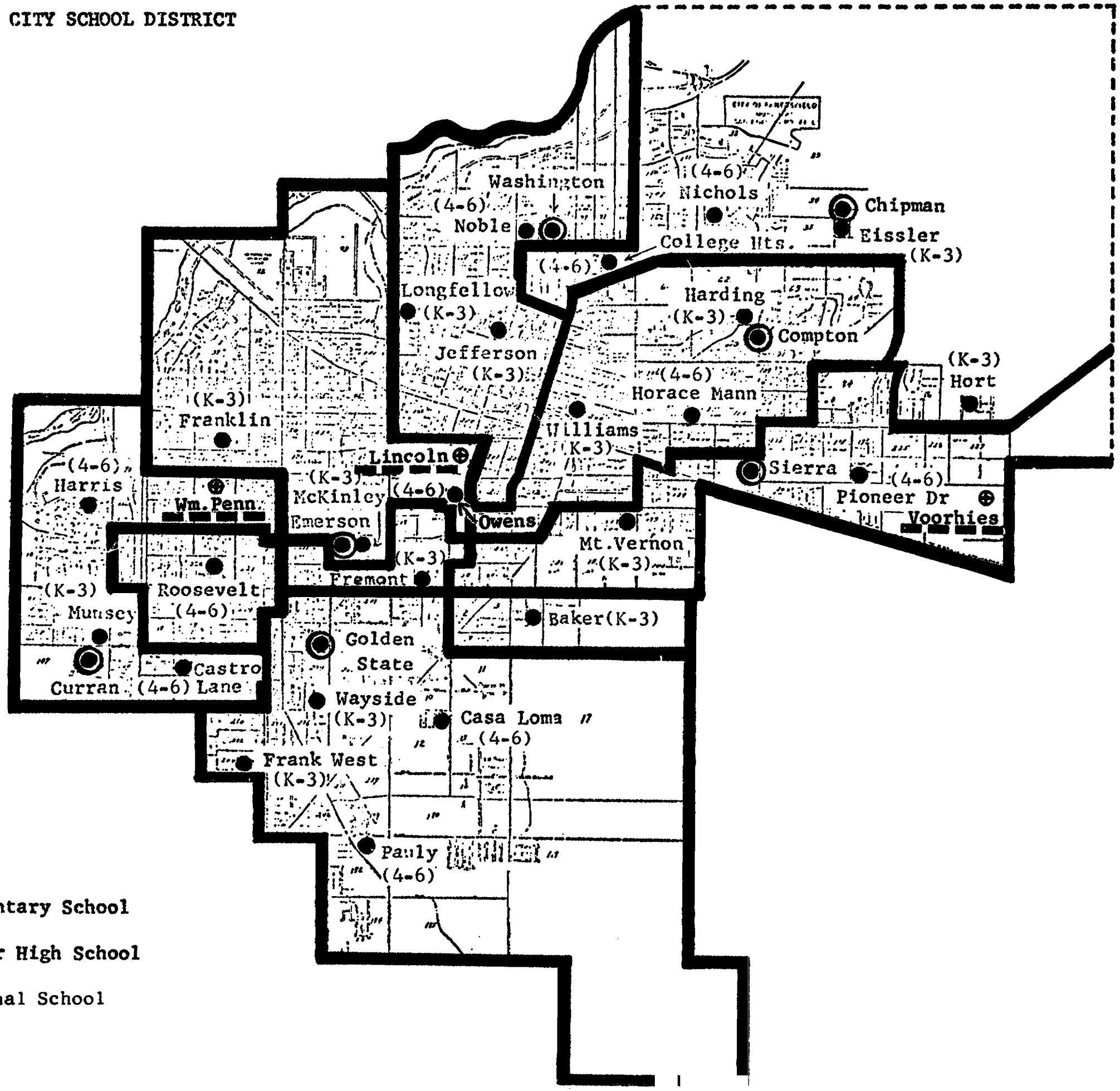
The second plan is a variant of Plan "A". It uses the same seven zones, but divides the elementary schools into primary (K-3) and intermediate (4-6). Following are the schools in each zone:

Zone	Primary	Intermediate	Junior High
1	Fremont Munsey	Castro Lane Harris	Curran
2	Franklin McKinley	Owens Roosevelt	Emerson
3	Jefferson Longfellow	Noble	Washington
4	Baker Eissler Hort	College Heights Nichols	Chipman
5	Harding Williams	Horace Mann	Compton
6	Mount Vernon	Pioneer Drive	Sierra
7	Frank West Wayside	Casa Loma Pauly	Golden State

Plan "B" excludes William Penn and Voorhies Elementary Schools from any zone, and assigns children living near them to other schools. They would be demonstration schools, grades K through 4, with optional enrollment from anywhere in the district, within the limits of racial and ethnic balance. Educational implications of this concept are discussed in Section 4 of this report.

The map on the following page indicates the proposed grade pattern in Plan "B", and the table shows the distribution of enrollment in each school of regular assignment. (See Note on page 10.)

BAKERSFIELD CITY SCHOOL DISTRICT
PLAN "B"



KEY:

- ● Elementary School
- ◉ Junior High School
- ⊕ Optional School

BAKERSFIELD CITY SCHOOL DISTRICT
PLAN "B"

SCHOOL	ENROLLMENT ANGLO	MEXICAN	NEGRO	OTHER	PERCENTAGE ANGLO	MEXICAN	NEGRO	OTHER	MINORITY ENROLLMENT	MINORITY PERCENTAGE	TOTAL ENROLLMENT
BAKER	201	139	20	0	55.83	38.61	5.56	0.00	159	44.17	360
CASA LOMA	389	72	158	7	62.14	11.50	25.24	1.12	237	37.86	626
CASTRO LANE	348	65	100	6	67.05	12.52	19.27	1.16	171	32.95	519
COLLEGE HEIGHTS	262	129	15	3	64.06	31.54	3.67	0.73	147	35.94	409
EISSLER	171	66	51	0	59.38	22.92	17.71	0.00	117	40.62	288
FRANKLIN	195	68	107	16	50.52	17.62	27.72	4.15	191	49.48	386
FREMONT	283	122	73	1	59.08	25.47	15.24	0.21	196	40.92	479
HARDING	178	120	55	0	50.42	33.99	15.58	0.00	175	49.58	353
HARRIS	307	135	92	3	57.17	25.14	17.13	0.56	230	42.83	537
HORT	186	87	18	5	62.84	29.39	6.08	1.69	110	37.16	296
JEFFERSON	201	121	58	2	52.62	31.68	15.18	0.52	181	47.38	382
LONGFELLOW	324	210	46	2	55.67	36.08	7.90	0.34	258	44.33	582
HORACE MANN	624	321	102	13	58.87	30.28	9.62	1.23	436	41.13	1060
MC KINLEY	250	86	113	10	54.47	18.74	24.62	2.18	209	45.53	459
MT. VERNON	504	386	96	4	50.91	38.99	9.70	0.40	486	49.09	990
MUNSEY	308	50	96	7	66.81	10.85	20.82	1.52	153	33.19	461
NICHOLS	433	187	75	6	61.77	26.68	10.70	0.86	268	38.23	701
NOBLE	536	274	87	5	59.42	30.38	9.65	0.55	366	40.58	902
PAULY	218	91	108	5	51.66	21.56	25.59	1.18	204	48.34	422
OWENS	292	110	156	6	51.77	19.50	27.66	1.06	272	48.23	564
ROOSEVELT	204	66	98	13	53.54	17.32	25.72	3.41	177	46.46	381
WAYSIDE	276	81	93	7	60.39	17.72	20.35	1.53	181	39.61	457
FRANK WEST	301	86	136	7	56.79	16.23	25.66	1.32	229	43.21	530
WILLIAMS	367	194	54	5	58.86	31.54	8.78	0.81	253	41.14	615
DISTRICT TOTALS	7964	3670	2124	148	57.27	26.39	15.27	1.06	5942	42.73	13906

PLAN "C" (LARGER NEIGHBORHOOD PLAN)

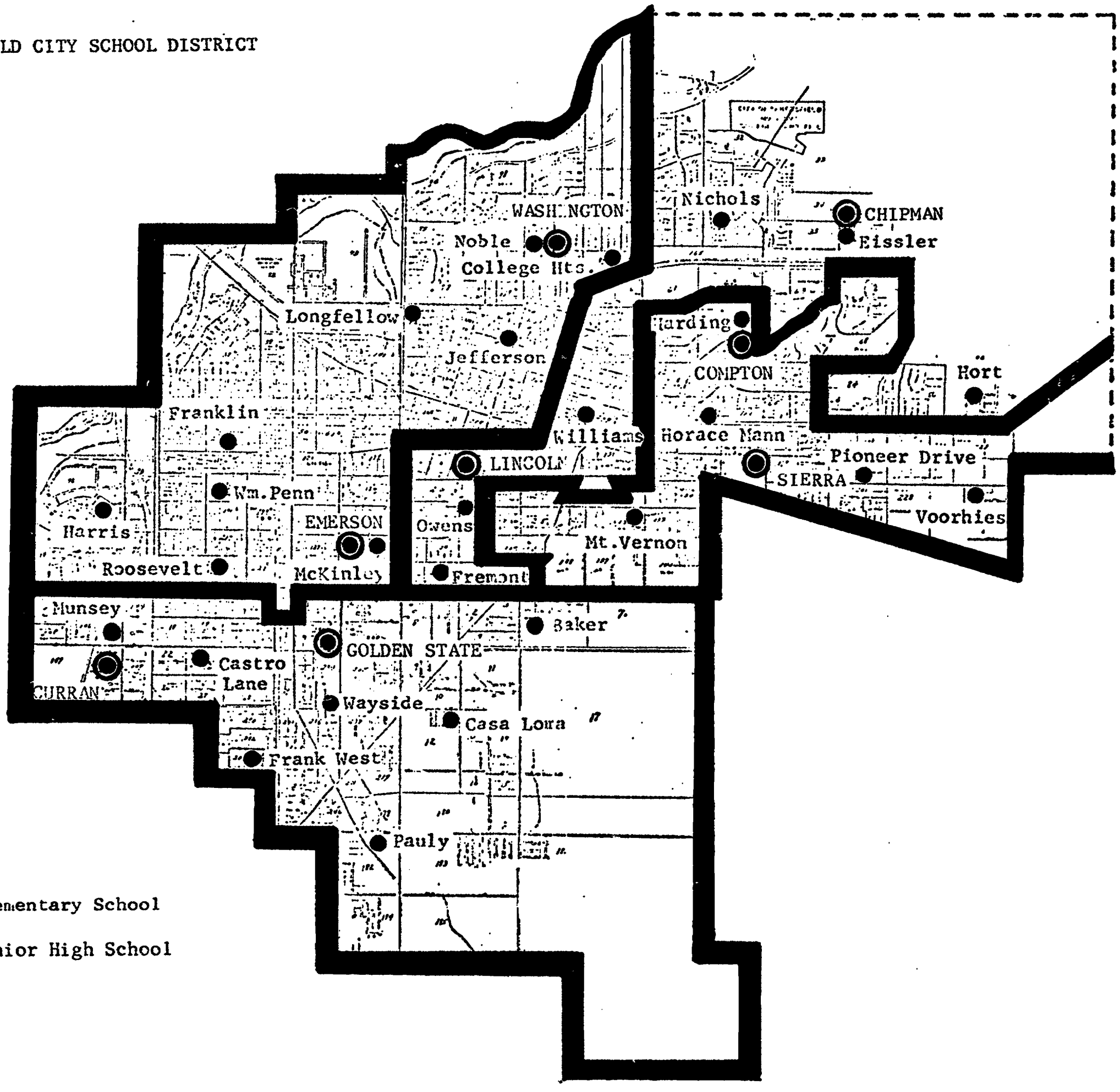
The third plan retains the present grade pattern (K-6), but differs from Plan "A" in that attendance zones are larger, each having two junior high schools and from five to nine elementary schools. Children residing in a zone will be enrolled in schools of that zone through grade 8. The schools of the four zones are:

Zone	Elementary Schools	Junior High Schools
1	College Heights Franklin Harris Jefferson Longfellow McKinley Noble Roosevelt William Penn	Emerson Washington
2	Eissler Fremont Hort Nichols Owens Williams	Chipman Lincoln
3	Harding Horace Mann Mount Vernon Pioneer Drive Voorhies	Compton Sierra
4	Baker Castro Lane Casa Loma Frank West Munsey Pauly Wayside	Curran Golden State

Plan "C" includes all the existing schools, and does not provide optional enrollment in demonstration schools such as those mentioned in Plans "A" and "B". As in those plans, however, all pupils residing in the same "block" will attend the same K-6 school and later the same junior high school. Pupils will not cross zone lines on their way from home to school. In effect, the combined areas of all schools in approximately one-fourth of the district become an extended neighborhood. Within that neighborhood all pupils are assigned to schools (not necessarily the nearest one to the pupil's home).

The map on the following page indicates the boundaries of attendance zones and the schools within each zone, while the table shows the distribution of enrollment in each school. (See Note on page 10.)

BAKERSFIELD CITY SCHOOL DISTRICT
PLAN "C"



KEY:

- ● Elementary School
- ◉ Junior High School

BAKERSFIELD CITY SCHOOL DISTRICT
PLAN "C"

SCHOOL	ENROLLMENT ANGLO	MEXICAN	NEGRO	OTHER	PERCENTAGE ANGLO	MEXICAN	NEGRO	OTHER	MINORITY ENROLLMENT	MINORITY PERCENTAGE	TOTAL ENROLLMENT
BAKER	289	215	120	2	46.17	34.35	19.17	0.32	337	53.83	626
CASA LOMA	296	49	113	3	64.21	10.63	24.51	0.65	165	35.79	461
CASTRO LANE	299	81	90	3	63.21	17.12	19.03	0.63	174	36.79	473
COLLEGE HEIGHTS	229	161	81	4	48.21	33.89	17.05	0.84	246	51.79	475
EISSLER	258	68	44	9	68.07	17.94	11.61	2.37	121	31.93	379
FRANKLIN	230	113	18	24	59.74	29.35	4.68	6.23	155	40.26	385
FREMONT	288	178	97	3	50.88	31.45	17.14	0.53	278	49.12	566
HARDING	334	144	81	12	58.49	25.22	14.19	2.10	237	41.51	571
HARRIS	196	35	58	4	66.89	11.95	19.80	1.37	97	33.11	293
HORT	210	104	43	0	58.82	29.13	12.04	0.00	147	41.18	357
JEFFERSON	194	139	63	6	48.26	34.58	15.67	1.49	208	51.74	402
LONGFELLOW	327	172	119	3	52.66	27.70	19.16	0.48	294	47.34	621
HORACE MANN	368	212	82	4	55.26	31.83	12.31	0.60	298	44.74	666
MC KINLEY	333	119	50	5	65.68	23.47	9.86	0.99	174	34.32	507
MT. VERNON	406	351	134	14	44.86	38.78	14.81	1.55	499	55.14	905
MUNSEY	285	74	77	4	64.77	16.82	17.50	0.91	155	35.23	440
NICHOLS	358	91	92	1	66.05	16.79	16.97	0.18	184	33.95	542
NOBLE	449	239	94	1	57.34	30.52	12.01	0.13	334	42.66	783
PAULY	229	73	64	6	61.56	19.62	17.20	1.61	143	38.44	372
WILLIAM PENN	210	78	73	12	56.30	20.91	19.57	3.22	163	43.70	373
PIONEER DRIVE	343	217	111	2	50.97	32.24	16.49	0.30	330	49.03	673
OWENS	335	226	80	3	52.02	35.09	12.42	0.47	309	47.98	644
ROOSEVELT	267	55	45	2	72.36	14.91	12.20	0.54	102	27.64	369
VOORHIES	283	82	44	2	68.86	19.95	10.71	0.49	128	31.14	411
WAYSIDE	214	99	116	9	48.86	22.60	26.48	2.05	224	51.14	438
FRANK WEST	443	84	98	9	69.87	13.25	15.46	1.42	191	30.13	634
WILLIAMS	291	211	37	1	53.89	39.07	6.85	0.19	249	46.11	540
DISTRICT TOTALS	7964	3670	2124	148	57.27	26.39	15.27	1.06	5942	42.73	13906

PLAN "D" (LARGER NEIGHBORHOOD PLAN WITH PRIMARY AND INTERMEDIATE SCHOOLS)

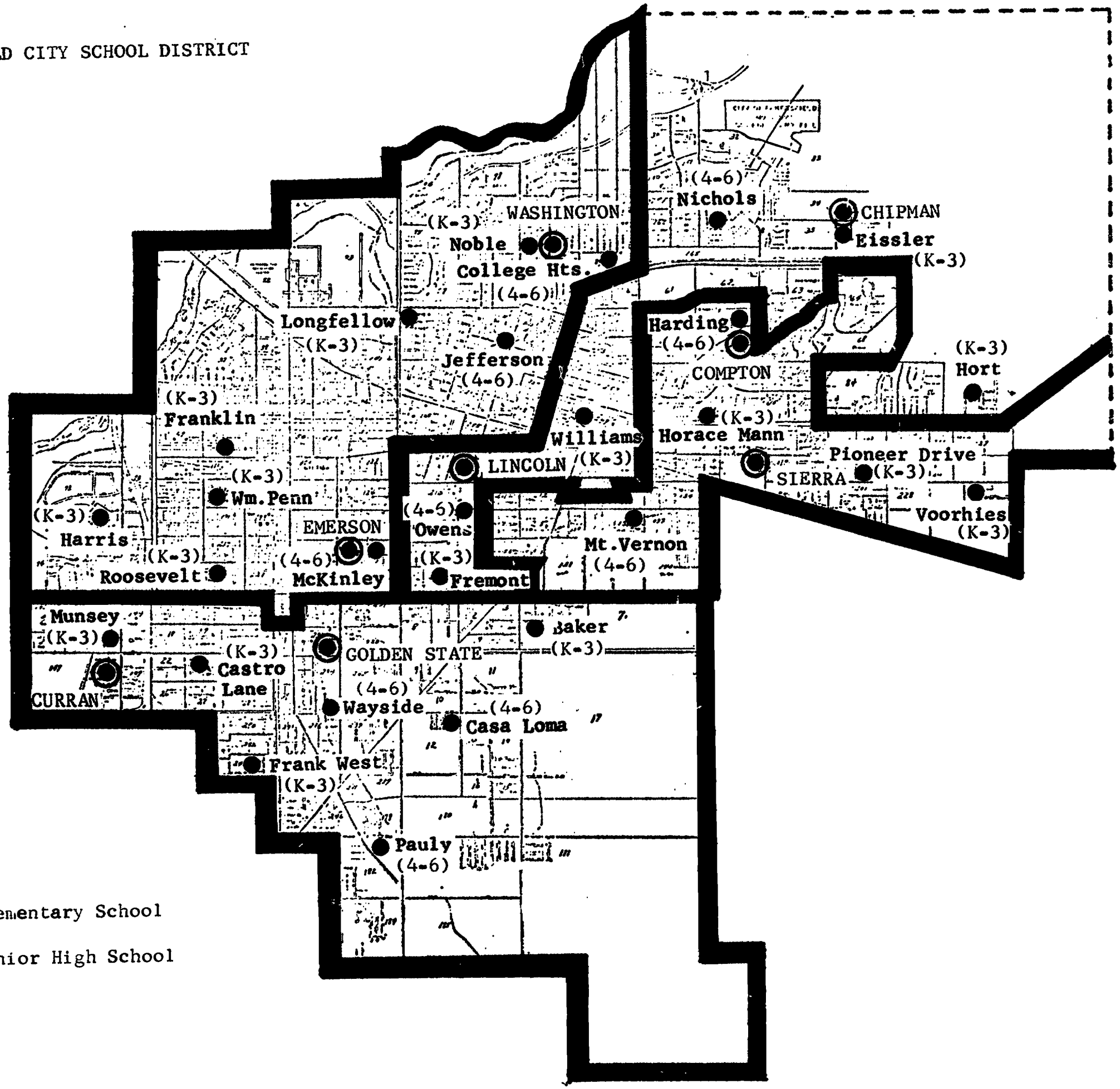
The fourth plan is a variant of Plan "C". It uses the same four attendance zones, but divides the elementary schools into primary (K-3) and intermediate (4-6). Following are the schools in each zone:

Zone	Primary	Intermediate	Junior High
1	Franklin Harris Longfellow Noble Roosevelt William Penn	College Heights Jefferson McKinley	Emerson Washington
2	Eissler Fremont Hort Williams	Nichols Owens	Chipman Lincoln
3	Horace Mann Pioneer Drive Voorhies	Harding Mount Vernon	Compton Sierra
4	Baker Castro Lane Frank West Munsey	Casa Loma Pauly Wayside	Curran Golden State

Plan "D", like Plan "C", includes all the existing schools, and does not provide optional enrollment in demonstration schools such as those mentioned in Plans "A" and "B". In Plan "D", all pupils who reside in the same "block" are assigned to the same primary school, the same intermediate school, and the same junior high school. All three schools attended by a pupil are within the zone where he resides, but are not necessarily the nearest to his home.

The map on the following page indicates the proposed grade pattern in Plan "D", and the table shows the distribution of enrollment in each school. (See Note on page 10.)

BAKERSFIELD CITY SCHOOL DISTRICT
PLAN "D"



KEY:

- ● Elementary School
- ◉ Junior High School

BAKERSFIELD CITY SCHOOL DISTRICT
PLAN "D"

SCHOOL	ENROLLMENT ANGLO	MEXICAN	NEGRO	OTHER	PERCENTAGE ANGLO	MEXICAN	NEGRO	OTHER	MINORITY ENROLLMENT	MINORITY PERCENTAGE	TOTAL ENROLLMENT
BAKER	223	44	50	7	68.83	13.58	15.43	2.16	101	31.17	324
CASA LOMA	308	139	116	4	54.32	24.51	20.46	0.71	259	45.68	567
CASTRO LANE	211	91	92	6	52.75	22.75	23.00	1.50	189	47.25	400
COLLEGE HEIGHTS	279	147	92	4	53.45	28.16	17.62	0.77	243	46.55	522
EISSLER	128	103	16	0	51.82	41.70	6.48	0.00	119	48.18	247
FRANKLIN	216	77	34	15	63.16	22.51	9.94	4.39	126	36.84	342
FREMONT	134	89	43	1	50.19	33.33	16.10	0.37	133	49.81	267
HARDING	392	182	81	11	58.86	27.33	12.16	1.65	274	41.14	666
HARRIS	157	65	20	3	64.08	26.53	8.16	1.22	88	35.92	245
HURT	213	90	46	4	60.34	25.50	13.03	1.13	140	39.66	353
JEFFERSON	327	192	78	3	54.50	32.00	13.00	0.50	273	45.50	600
LONGFELLOW	268	179	98	5	49.73	32.55	17.82	0.91	282	51.27	550
HORACE MANN	323	218	76	2	52.18	35.22	12.28	0.32	296	47.82	619
MC KINLEY	632	195	124	22	64.95	20.04	12.74	2.26	341	35.05	973
MT. VERNON	541	332	149	16	52.12	31.98	14.35	1.54	497	47.88	1038
MUNSEY	262	71	62	6	65.34	17.71	15.46	1.50	139	34.66	401
NICHOLS	457	144	102	6	64.46	20.31	14.39	0.85	252	35.54	709
NOBLE	325	193	89	2	53.37	31.69	14.61	0.33	284	46.63	609
PAULY	340	72	78	7	68.41	14.49	15.69	1.41	157	31.59	497
WILLIAM PENN	107	38	43	6	55.15	19.59	22.16	3.09	87	44.85	194
PIONEER DRIVE	310	174	82	5	54.29	30.47	14.36	0.88	261	45.71	571
OWENS	510	312	114	4	54.26	33.19	12.13	0.43	430	45.74	940
ROOSEVELT	124	25	23	1	71.68	14.45	13.29	0.58	49	28.32	173
VOORHIES	168	100	64	0	50.60	30.12	19.28	0.00	164	49.40	332
WAYSIDE	434	133	163	5	59.05	18.10	22.18	0.68	301	40.95	735
FRANK WEST	277	125	117	1	53.27	24.04	22.50	0.19	243	46.73	520
WILLIAMS	298	140	72	2	58.20	27.34	14.06	0.39	214	41.80	512
DISTRICT TOTALS	7964	3670	2124	148	57.27	26.39	15.27	1.06	5942	42.73	13906

5. ALTERNATIVE PLANS, GRADES 7-8

As in the case of the elementary schools, balancing the racial and ethnic composition of the junior high schools has been accomplished in these plans by reassembling the district's approximately 250 residential "blocks" into new patterns of school attendance. There are two plans for the junior high schools: "AB", which serves elementary Plans "A" and "B", and "CD", which serves elementary Plans "C" and "D".

PLAN "AB"

The first plan is the one which divides the district into seven attendance zones, each having one junior high school. Under the balanced feeder plan, all pupils residing in the same "block" will attend the same K-6 school, or primary and intermediate school, and later the same junior high school. Pupils will not cross zone lines on their way from home to school, with the exception of some pupils assigned to Curran, Emerson and Chipman, whose attendance areas include some "blocks" that are not contiguous to the main area nearest the school.

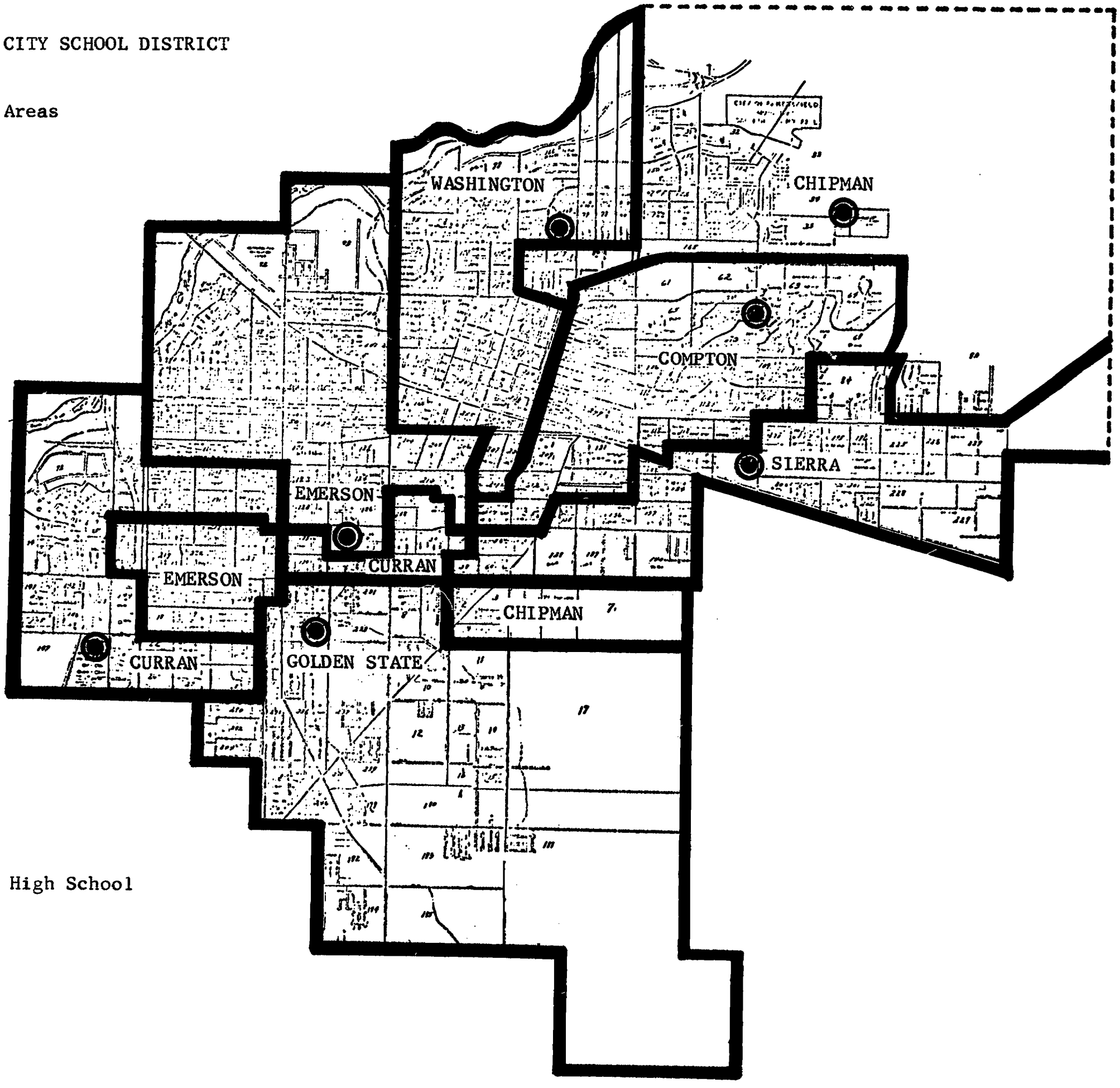
This plan excludes Lincoln Junior High School, and assigns children in its present attendance area to other schools. The purpose is to make Lincoln available for housing a demonstration middle school, grades 5 through 8, with optional enrollment from anywhere in the district, within the limits of racial and ethnic balance. Overload at other junior high schools would be relieved by these optional enrollments, and it is assumed that the "magnet" aspects of the demonstration program would

attract enough pupils to permit achieving racial, ethnic and socioeconomic balance in all schools. Other advantages of the optional middle school are discussed in Section 4 of this report.

The map on the following page indicates the boundaries of each of the seven junior high school attendance zones, and the table shows the distribution of enrollment in each school of regular assignment. (See Note on page 10.)

BAKERSFIELD CITY SCHOOL DISTRICT
PLAN "AB"

Junior High Areas



KEY:

◉ Junior High School

BAKERSFIELD CITY SCHOOL DISTRICT
PLAN "AB"

SCHOOL	ENROLLMENT				PERCENTAGE				MINORITY ENROLLMENT	MINORITY PERCENTAGE	TOTAL ENROLLMENT
	ANGLO	MEXICAN	NEGRO	OTHER	ANGLO	MEXICAN	NEGRO	OTHER			
CHIPMAN	521	246	83	7	60.79	28.70	9.68	0.82	336	39.21	857
COMPTON	427	205	88	8	58.65	28.16	12.09	1.10	301	41.35	728
CURRAN	418	117	125	14	62.02	17.36	18.55	2.08	256	37.98	674
EMERSON	323	110	123	11	56.97	19.40	21.69	1.94	244	43.03	567
GOLDEN STATE	401	120	198	9	55.08	16.48	27.20	1.24	327	44.92	728
SIERRA	434	256	95	5	54.94	32.41	12.03	0.63	356	45.06	790
WASHINGTON	427	160	63	1	65.59	24.58	9.68	0.15	224	34.41	651
DISTRICT TOTALS	2951	1216	796	55	58.81	24.23	15.86	1.10	2067	41.19	5018

PLAN "CD"

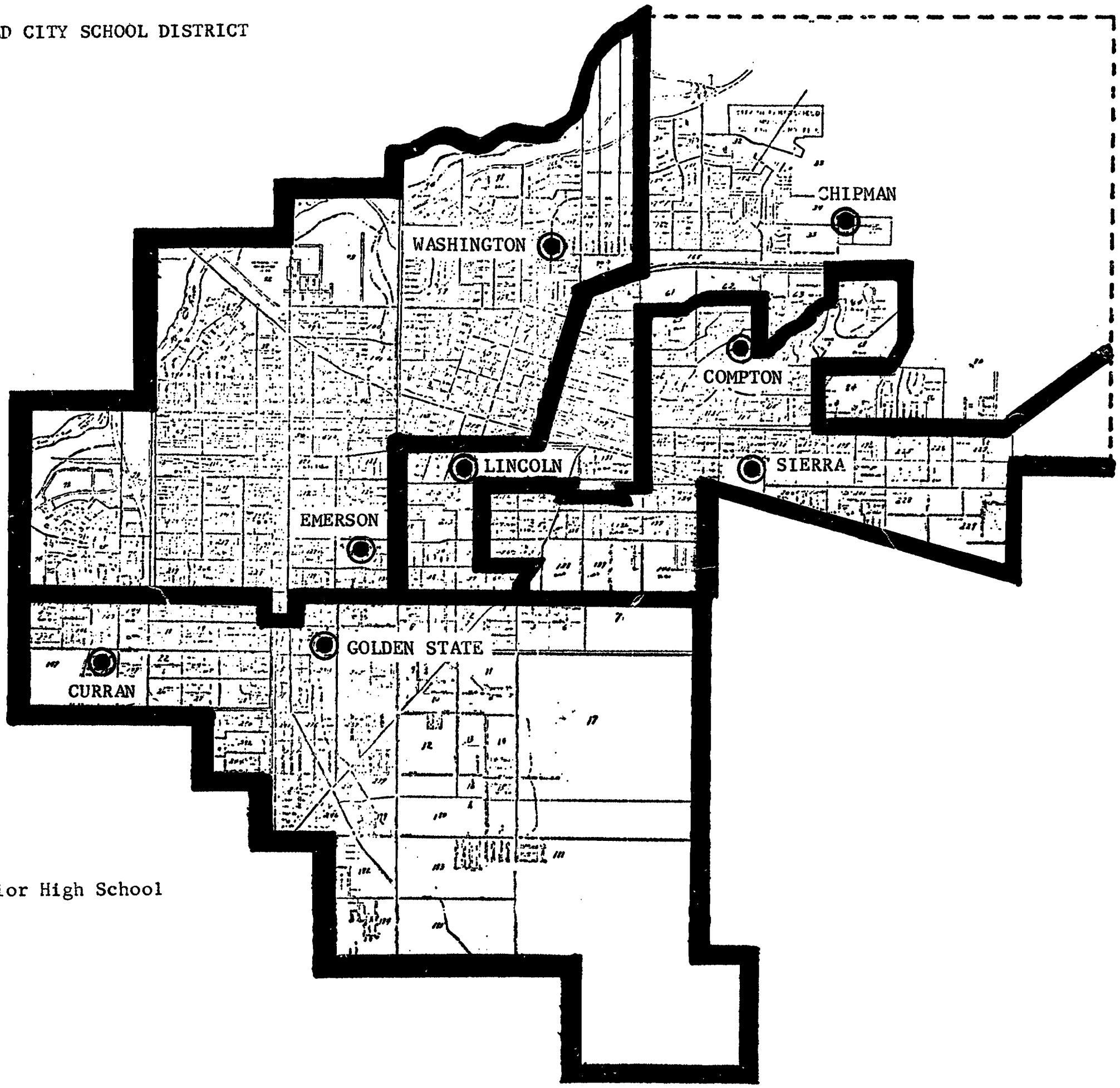
The second plan is the one which divides the district into four attendance zones, each having two junior high schools. Under the larger neighborhood plan, each pupil residing within a zone will be enrolled in one of its two junior high schools, but not necessarily the school nearest his home. Combinations in the four zones are:

Zone	Junior High Schools
1	Emerson Washington
2	Chipman Lincoln
3	Compton Sierra
4	Curran Golden State

Plan "CD" includes all the existing schools, and does not provide the optional feature of Plan "AB". All pupils residing in the same "block" will attend the same K-6 school, or primary and intermediate school, and later the same junior high school. Pupils will not cross zone lines on their way from home to school.

The map on the following page indicates the boundaries of the four attendance zones and the location of each of the junior high schools. The table shows the distribution of enrollment in each school. (See Note on page 10.)

BAKERSFIELD CITY SCHOOL DISTRICT
PLAN "CD"



KEY:

Junior High School

BAKERSFIELD CITY SCHOOL DISTRICT
PLAN "CD"

SCHOOL	ENROLLMENT				PERCENTAGE				MINORITY	MINORITY	TOTAL
	ANGLO	MEXICAN	NEGRO	OTHER	ANGLO	MEXICAN	NEGRO	OTHER	ENROLLMENT	PERCENTAGE	ENROLLMENT
CHIPMAN	345	104	63	8	66.35	20.00	12.12	1.54	175	33.65	520
COMPTON	308	110	94	6	59.46	21.24	18.15	1.16	210	40.54	518
CURRAN	235	110	120	9	49.58	23.21	25.32	1.90	239	50.42	474
EMERSON	413	132	109	15	61.73	19.73	16.29	2.24	256	38.27	669
GOLDEN STATE	481	83	127	9	68.52	11.82	18.38	1.28	221	31.48	702
LINCOLN	377	247	98	2	52.07	34.12	13.54	0.28	347	47.93	724
SIERRA	338	209	105	4	51.52	31.86	16.01	0.61	318	48.48	656
WASHINGTON	454	221	78	2	60.13	29.27	10.33	0.26	301	39.87	755
DISTRICT TOTALS	2951	1216	796	55	58.81	24.23	15.86	1.10	2067	41.19	5018

6. EDUCATIONAL IMPLICATIONS AND COMMENTS ON THE PLANS

In presenting four attendance plans to the Superintendent, the team's intention is to provide a series of feasible alternatives. There are undoubtedly others which the district staff could develop, either based on these models or entirely different in concept. We believe these four are worth consideration and that among them, after study of their advantages and disadvantages, the Superintendent will find one or more suitable for presentation to the Board of Education.

a. Results of Computer Testing

Some evaluation has already been made through the computer program. (Copies of the complete computer reports are being provided to the Superintendent.) In summary, the computer study indicates the following:

(1) All four plans show promise of meeting the State guidelines and of achieving a high degree of racial and ethnic balance in all schools. Applying a quadratic measure of balance on a scale of 0-100, with 0 representing total segregation and 100 complete balance at the district average in every school, the elementary schools in fall, 1971 measured 29 and the junior high schools 44. Plans "A", "B", "C" and "D" would result in scores of 84 to 92, according to computer projections. Plan "C" is the lowest and Plan "B" the highest, but differences are relatively slight.

(2) The number of pupils eligible for transportation to schools under the four plans varies from 37 percent to 56 percent

of all pupils, at the elementary level, and from 16 percent to 22 percent at the junior high school level. (At present, 16 percent of all pupils are actually transported.) Plans "A" and "C", which retain the present K-6 grade pattern, requires less transportation than Plans "B" and "D", which divide the elementary schools into primary and intermediate. Plan "AB", at the junior high school level, requires less transportation than Plan "CD". (Note: The optional feature of Plans "A" and "B" and certain other variables will affect the computer projections to an unknown extent.)

(3) Transportation distances are relatively short in all the plans. On the average, pupils who are transported would travel no more than two or three miles. Plans "A" and "C" require somewhat longer trips than the other two plans, and would send several hundred pupils four to five miles away from home. Such trips need not be time-consuming, and are probably not as long as some of those in the district's present transportation program.

(4) A certain amount of overloading is indicated at some schools, more so in Plan "B" than others. How the optional enrollment at demonstration schools would relieve this condition and what modifications might be required in any plan to fit the capacity of each school will have to be determined by district staff prior to implementation.

b. Demonstration Schools (Plans "A" and "B")

Balancing the Bakersfield schools racially and ethnically is necessary but not sufficient to assure equality of educational opportunity throughout the district. The ultimate goal, of course, is educational reform which improves the conditions of learning for all children. With that in mind, we have included in two of the plans provision for a demonstration by Bakersfield educators and pupils of new concepts in early childhood education and the middle school. One desirable feature of this alternative is an option which families may choose, that is, enrollment in grades K-4 (and perhaps prekindergarten) at William Penn and Voorhies, and in grades 5-8 at Lincoln, within the limits of racial and ethnic balance. Among other advantages are:

(1) Continuous progress placement and curriculum development;

(2) A setting that maximizes opportunities for individualized instruction;

(3) A full staff of educators specializing in the instruction of children at a given level, with cooperative planning and team teaching;

(4) Peer group tutoring and sharing of educational experiences in heterogeneous groups;

(5) Library and other supportive services geared to the needs of a given level;

(6) A balanced program of exploratory experiences, activities and services, such as guidance for personal growth and the development of values, and involvement of lay people of the community in the instructional program; and,

(7) Flexibility of methods, materials and scheduling to accommodate a wide range of individual differences, and to give the preadolescent a chance to relate his studies to the world around him.

c. Primary and Intermediate Schools (Plans "B" and "D")

Less of a departure from the present grade pattern, and therefore perhaps more acceptable for immediate implementation, is the concept of dividing the elementary schools into two levels, primary and intermediate, while retaining the seventh- and eighth-grade junior high schools. Some of the advantages of the K-4, 5-8 arrangement apply also to the K-3, 4-6 split. Many school districts in California and elsewhere have adopted this grade pattern, not only to facilitate racial, ethnic and socioeconomic balance but also to concentrate specialized staff and resources in schools designed to help children learn among their peers at the appropriate stage of development.

d. Categorical Aid and Special Programs

It is assumed that, whatever racial and ethnic balance plan is selected, certain programs will continue to be placed at particular sites and maintained separately, such as classes for the mentally retarded, educationally handicapped and physically handicapped. Programs for mentally gifted minors, however, can be conducted in heterogeneous and racially and ethnically balanced settings. For purposes of these plans, the district's more than 500 identified gifted children have been assigned to the schools serving their residential "blocks".

Serious consideration must be given to revisions in the programs of compensatory education, bilingual-bicultural education, and English as a second language, all of them responsive to demonstrated needs in this school district. It is obvious that racial and ethnic balancing will redistribute the target group of educationally and economically disadvantaged children throughout the district. Strategies will have to be developed to deliver needed programs and services to the pupils, wherever they are. Early consultation with ESEA Title I and Title VII program development experts is essential, so that funding problems can be identified and the best possible programs can be developed. If necessary, the district must live up to its responsibilities by supplementing Federal and State funds with local funds to maintain these worthy equal-opportunity efforts.

e. Multicultural Education

One of the highest priorities in implementing a plan for racial and ethnic balance, if it is to achieve its underlying purpose, is the development of curriculum and instructional strategies to enhance pride in each child's heritage and respect for the heritage of other children. Teachers will need help in preparing for their role in mixed classrooms, and the district will have to provide materials as well as inservice education in their use and in human relations. This is an area in which members of the community, both majority and minority, can play a significant part.

f. Cocurricular and Parent Activities

Each school itself is a small community, within which children learn not only in the classroom but on the playground, in the cafeteria, in clubs and activities, and through the voluntary efforts of their parents and teachers to communicate and participate in school-related events. When many pupils are reassigned, as in the implementation of any of these plans, special efforts must be made to create meaningful participation and a new school spirit. It is important to find ways to encourage minority children and parents to take part. In this connection, each school, and perhaps each attendance zone, should have its own advisory committee or council, with adequate staffing and attention to its recommendations by principals and other administrators.

g. Preparation for Adoption and Implementation of a Plan

The Appendix of this report includes a chart of the Bureau of Intergroup Relations system model, "Desegregation Process in a School District." These plans represent only one step, and the model suggests how the Bakersfield City School District may proceed further to adopt and implement whatever plan it prefers. Especially important, in the months prior to implementation, are the following:

(1) Employment of more minority staff at all levels, and staff integration at all schools;

(2) Inservice education of staff at all levels regarding the needs, life styles and learning styles of different

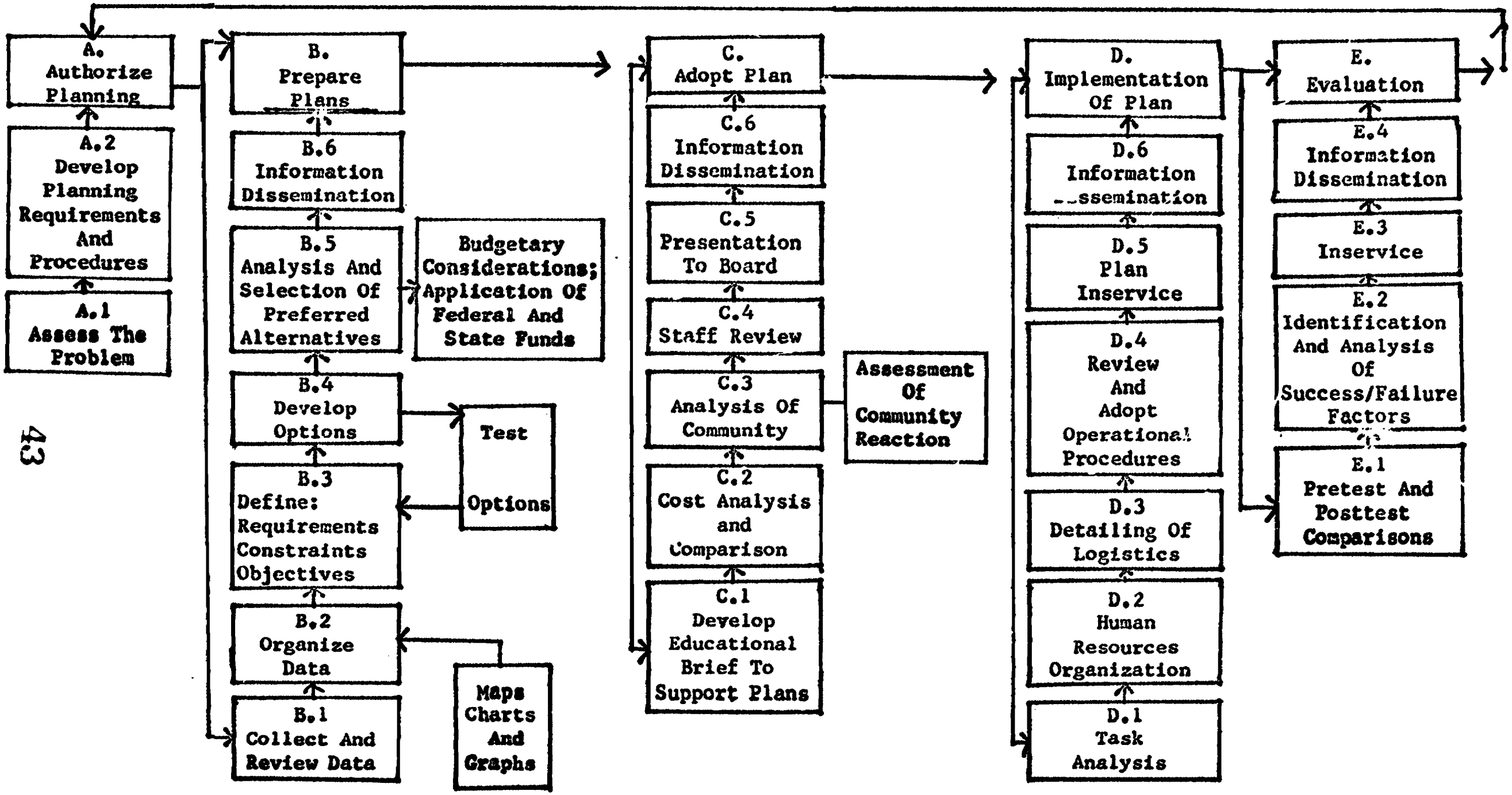
racial, ethnic and socioeconomic groups, and regarding intergroup relations and human relations;

(3) Parent orientation regarding changes that are planned, and the establishment of as many advisory groups (parent, civic, staff and student) as are needed to articulate the concerns of all and fit them into the decision-making process; and,

(4) Careful planning of the transportation program, with staffing, aides and schedules which contribute to a successful transition to the new attendance plan.

7. APPENDIX

SYSTEM MODEL: DESEGREGATION PROCESS IN A SCHOOL DISTRICT



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BAKERSFIELD CITY SCHOOL DISTRICT

RACIAL AND ETHNIC DISTRIBUTION

PUPIL ENROLLMENT, FALL, 1971

TABLE 1

School	Total Enrol.	American Indian		Negro		Oriental		Spanish Surname		Other Nonwhite		Other White	
		Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%
Baker	642	0	0	257	40	0	0	383	60	0	0	2	0
Casa Loma	513	0	0	376	73	0	0	102	20	0	0	35	7
Castro Lane	502	5	1	2	0	5	1	41	8	0	0	449	90
College Hts.	471	0	0	5	1	4	1	95	20	0	0	367	78
Eissler	431	2	0	6	1	4	1	15	3	10	4	394	91
Franklin	560	2	0	21	4	27	5	91	16	0	0	419	75
Fremont	659	0	0	415	63	0	0	243	37	0	0	1	0
Harding	614	3	0	3	0	12	2	55	9	5	1	536	88
Harris	429	0	0	1	0	8	2	18	4	0	0	402	94
Hort	442	0	0	0	0	3	0	54	13	1	0	384	87
Jefferson	515	4	0	0	0	0	0	384	75	0	0	127	25
Longfellow	677	0	0	13	2	3	0	119	18	0	0	542	80
Horace Mann	864	2	0	0	0	1	0	157	19	3	0	701	81
McKinley	887	1	0	669	76	9	0	134	15	0	0	74	9
Mt. Vernon	1,035	0	0	59	6	0	0	812	78	4	0	160	16
Munsey	558	1	0	0	0	3	0	21	4	0	0	533	96
Nichols	781	1	0	5	0	8	1	38	5	0	0	729	94
Noble	835	2	0	3	0	2	0	287	35	4	0	537	65
Owens	853	0	0	563	66	0	0	262	31	0	0	28	3
Pauly	463	0	0	138	30	8	2	49	10	0	0	268	58
William Penn	403	0	0	13	3	3	1	86	22	5	1	294	73
Pioneer Drive	755	0	0	9	1	0	0	161	21	1	0	584	78
Roosevelt	489	0	0	8	2	12	3	41	8	4	0	424	87
Voorhies	394	0	0	3	0	0	0	62	16	0	0	329	84
Wayside	669	4	0	66	10	6	1	123	19	8	1	462	69
Frank West	755	3	0	10	1	6	1	73	10	4	0	657	88
Williams	771	4	0	19	3	1	0	417	54	0	0	330	43
Chipman	666	0	0	3	0	2	0	30	5	0	0	631	95
Compton	571	1	0	3	0	5	1	154	27	0	0	408	72
Curran	544	4	0	3	0	8	1	23	5	0	0	506	94
Emerson	634	1	0	224	36	14	2	100	16	2	0	293	46
Golden State	649	2	0	160	25	4	0	78	12	0	0	405	63
Lincoln	582	1	0	365	63	0	0	216	37	0	0	0	0
Sierra	727	0	0	31	4	2	0	312	43	0	0	382	53
Washington	660	5	1	5	1	2	0	234	35	0	0	414	63
Juvenile Hall	24	0	0	4	17	0	0	9	37	0	0	11	46
Peter Pan	72	0	0	20	28	0	0	17	24	0	0	35	48
Total	22,096	48	0	3,482	16	162	1	5,500	25	51	0	12,853	58

Note: As reported to State Department of Education, Racial and Ethnic Survey of California public schools, Fall, 1971.

4-24-72

BAKERSFIELD CITY SCHOOL DISTRICT

RACIAL AND ETHNIC DISTRIBUTION

SCHOOL STAFF, FALL, 1971

TABLE 2

School	Total Staff	American Indian		Negro		Oriental		Spanish Surname		Other Nonwhite		Other White	
		Staff	%	Staff	%	Staff	%	Staff	%	Staff	%	Staff	%
Baker	34	0	0	4	12	0	0	1	3	1	3	28	82
Casa Loma	21	0	0	3	14	0	0	0	0	0	0	18	86
Castro Lane	18	0	0	0	0	0	0	0	0	0	0	18	100
College Hts.	18	0	0	1	6	0	0	0	0	0	0	17	94
Eissler	17	0	0	1	6	0	0	0	0	0	0	16	94
Franklin	23	0	0	2	9	0	0	0	0	0	0	21	91
Fremont	36	0	0	11	31	0	0	1	3	0	0	24	67
Harding	24	0	0	0	0	0	0	0	0	0	0	24	100
Harris	17	0	0	1	6	0	0	0	0	0	0	16	94
Hort	17	0	0	0	0	0	0	0	0	0	0	17	100
Jefferson	21	0	0	0	0	0	0	2	10	0	0	19	90
Longfellow	29	0	0	2	7	0	0	0	0	0	0	27	93
Horace Mann	32	0	0	1	3	1	3	1	3	0	0	29	91
McKinley	36	0	0	8	22	0	0	1	3	0	0	27	75
Mt. Vernon	50	0	0	2	4	0	0	12	24	0	0	36	72
Munsey	22	0	0	0	0	0	0	0	0	0	0	22	100
Nichols	28	0	0	0	0	0	0	0	0	0	0	28	100
Noble	30	0	0	0	0	1	3	1	3	0	0	28	93
Owens	48	0	0	15	31	0	0	1	2	0	0	32	67
Pauly	19	0	0	0	0	1	5	0	0	0	0	18	95
William Penn	15	0	0	1	7	0	0	0	0	0	0	14	93
Pioneer Drive	27	0	0	0	0	0	0	1	4	0	0	26	96
Roosevelt	22	0	0	1	5	0	0	0	0	0	0	21	95
Voorhies	15	0	0	0	0	0	0	1	7	0	0	14	93
Wayside	29	0	0	0	0	1	3	0	0	0	0	28	97
Frank West	32	0	0	2	6	0	0	0	0	0	0	30	94
Williams	32	0	0	0	0	0	0	0	0	0	0	32	100
Chipman	30	0	0	0	0	0	0	3	10	0	0	27	90
Compton	29	0	0	0	0	0	0	1	3	0	0	28	97
Curran	28	0	0	0	0	0	0	1	4	0	0	27	96
Emerson	33	0	0	2	6	0	0	1	3	0	0	30	91
Golden State	34	1	3	0	0	0	0	1	3	0	0	32	94
Lincoln	33	0	0	6	18	0	0	0	0	1	3	26	79
Sierra	33	0	0	0	0	0	0	0	0	0	0	33	100
Washington	32	0	0	0	0	0	0	3	9	0	0	29	91
Juvenile Hall	2	0	0	0	0	0	0	0	0	0	0	2	100
Peter Pan	7	0	0	0	0	1	14	0	0	2	29	[illegible]	[illegible]
Total	973	1	0	63	7	5	1	32	3	4	0	[illegible]	[illegible]

Note: As reported to State Department of Education, Racial and Ethnic Survey of California public schools, Fall, 1971.

4-24-72

BAKERSFIELD CITY SCHOOL DISTRICT

FIVE-YEAR REPORT OF SPANISH SURNAME ENROLLMENTS

TABLE 3

School	1967		1968		1969		1970		1971	
	No.	%	No.	%	No.	%	No.	%	No.	%
Baker	451	50.7	447	51.8	428	56.5	404	58.5	383	59.7
Casa Loma	108	14.7	52	7.9	100	19.2	99	18.8	102	19.9
Castro Lane	21	3.6	30	4.9	48	8.0	30	5.6	41	8.2
College Hts.	75	13.7	99	17.8	117	22.3	98	19.8	95	20.2
Eissler	10	2.3	8	1.8	11	2.3	17	3.7	15	3.5
Franklin	78	13.3	67	11.1	86	15.7	92	16.6	91	16.3
Fremont	273	31.9	298	37.4	301	38.5	300	40.1	243	36.9
Harding	31	4.1	32	4.4	44	6.1	46	7.2	55	9.0
Harris	7	1.9	6	1.6	7	1.9	12	2.9	18	4.2
Hort	31	6.9	34	7.4	50	10.8	44	9.9	54	12.2
Jefferson	412	74.8	442	74.8	425	76.7	403	73.8	384	74.6
Longfellow	84	11.8	76	10.1	147	18.9	155	20.4	119	17.6
Horace Mann	107	11.7	107	12.2	139	15.5	145	16.5	157	18.2
McKinley	176	18.8	209	22.4	161	17.5	140	15.7	134	15.1
Mt. Vernon	835	71.2	853	73.7	942	79.5	932	80.6	812	78.5
Munsey	16	2.2	20	2.6	16	2.1	30	3.8	21	3.8
Nichols	16	1.5	29	3.0	29	3.2	33	4.0	38	4.9
Noble	264	27.9	284	30.8	269	30.0	266	31.4	287	34.4
Owens	317	33.0	346	35.4	336	34.2	316	33.2	262	30.7
Pauly					32	6.1	56	11.0	49	10.6
William Penn	56	13.0	41	9.0	80	19.6	83	20.5	88	21.8
Pioneer Drive	94	11.6	101	12.6	99	13.8	132	17.5	161	21.3
Roosevelt	31	4.6	39	5.5	48	7.2	54	9.0	41	8.4
Voorhies	11	3.3	32	9.3	48	12.2	59	14.5	62	15.7
Wayside	106	9.9	105	9.9	110	15.3	100	14.3	123	18.4
Frank West	53	5.9	46	5.1	52	6.0	81	9.5	75	9.9
Williams	419	51.4	452	55.3	455	54.6	403	51.6	417	54.1
Chipman					13	2.3	18	3.0	30	4.5
Compton	40	4.1	30	3.1	126	21.3	134	23.2	154	27.0
Curran	12	2.0	16	2.7	14	2.4	16	2.7	23	4.2
Emerson	81	12.4	84	12.9	104	17.2	106	16.5	100	15.8
Golden State	62	9.4	65	9.9	75	11.1	78	11.1	78	12.0
Lincoln	224	32.2	295	44.7	258	40.2	229	36.3	216	37.1
Sierra	255	33.4	272	36.3	285	39.5	286	41.3	312	42.9
Washington	285	32.5	291	34.5	244	35.7	251	36.6	234	35.5
Juvenile Hall					14	56.0	7	41.2	9	37.5
Peter Pan	19	20.4	75	16.3	19	21.3	17	21.8	17	23.6
Total	5,060	20.7	5,326	21.9	5,732	23.9	5,672	24.3	5,500	24.9

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BAKERSFIELD CITY SCHOOL DISTRICT

FIVE-YEAR REPORT OF BLACK ENROLLMENTS

TABLE 4

School	1967		1968		1969		1970		1971	
	No.	%	No.	%	No.	%	No.	%	No.	%
Baker	415	46.6	400	46.3	322	42.5	279	40.4	257	40.0
Casa Loma	588	80.1	550	83.6	378	72.6	391	74.3	376	73.3
Castro Lane	0	0	0	0	2	.3	3	.6	2	.4
College Hts.	2	.4	2	.4	0	0	0	0	5	1.1
Eissler	0	0	2	.4	4	.8	5	1.1	6	1.4
Franklin	24	4.1	16	2.7	9	1.6	16	2.9	21	3.8
Fremont	564	66.0	496	62.2	480	61.5	443	59.2	415	63.0
Harding	3	.4	4	.5	6	.8	4	.6	3	.5
Harris	0	0	0	0	1	.3	1	.2	1	.2
Hort	0	0	0	0	0	0	0	0	0	0
Jefferson	0	0	0	0	0	0	0	0	0	0
Longfellow	8	1.1	9	1.2	4	.5	8	1.1	13	1.9
Horace Mann	0	0	0	0	0	0	1	.1	0	0
McKinley	597	63.7	578	62.0	662	71.9	645	72.4	669	75.4
Mt. Vernon	85	7.3	71	6.1	65	5.5	53	4.6	59	5.7
Munsey	0	0	0	0	0	0	0	0	0	0
Nichols	0	0	2	.2	0	0	0	0	5	.6
Noble	2	.2	3	.3	6	.7	5	.6	3	.4
Owens	642	66.8	630	64.4	642	65.2	634	66.6	563	66.0
Pauly					163	31.0	151	29.8	138	29.8
William Penn	8	1.9	10	2.2	13	3.2	9	2.2	13	3.2
Pioneer Drive	6	.7	5	.6	3	.4	7	.9	9	1.2
Roosevelt	0	0	6	.8	5	.7	7	1.2	8	1.6
Voorhies	0	0	0	0	0	0	2	.5	3	.8
Wayside	28	2.6	59	5.5	74	10.3	90	12.9	66	9.9
Frank West	1	.1	0	0	1	.1	4	.5	10	1.3
Williams	9	1.1	9	1.1	5	.6	9	1.2	19	2.5
Chipman					0	0	1	.2	3	.5
Compton	0	0	0	0	2	.3	3	.5	3	.5
Curran	0	0	0	0	1	.2	5	.8	3	.6
Emerson	207	31.7	213	32.7	176	29.0	187	29.0	224	35.3
Golden State	149	22.5	163	24.9	165	24.3	165	23.4	160	24.7
Lincoln	467	67.1	363	55.0	382	59.6	401	63.7	365	62.7
Sierra	22	2.9	19	2.5	23	3.2	22	3.2	31	4.3
Washington	7	.8	4	.5	1	.1	5	.7	5	.8
Juvenile Hall					3	12.0	4	23.5	4	16.7
Peter Pan	24	25.8	25	27.2	25	28.1	20	25.6	20	27.8
Total	3,858	15.7	3,639	15.0	3,623	15.1	3,580	15.3	3,482	15.8

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BAKERSFIELD CITY SCHOOL DISTRICT

FIVE-YEAR REPORT OF WHITE ENROLLMENTS

TABLE 5

School	1967 No.	1967 %	1968 No.	1968 %	1969 No.	1969 %	1970 No.	1970 %	1971 No.	1971 %
Baker	24	2.7	15	1.7	8	1.1	8	1.1	2	.3
Casa Loma	37	5.0	606	92.1	43	8.3	36	6.9	35	6.8
Castro Lane	560	95.2	584	95.0	541	90.6	487	90.8	449	89.4
College Hts.	465	85.2	451	81.3	404	77.1	391	79.2	367	77.9
Eissler	426	97.7	436	96.9	454	96.4	431	92.9	394	91.4
Franklin	453	77.4	495	82.1	421	77.0	417	75.2	419	74.7
Fremont	17	2.0	3	.4	0	0	5	.7	1	.1
Harding	703	93.4	680	92.8	660	91.3	569	88.7	536	87.2
Harris	368	97.6	367	97.9	355	96.7	399	96.2	402	93.7
Hort	415	92.8	423	92.6	410	88.9	399	90.1	384	86.9
Jefferson	134	24.3	149	25.2	129	23.3	139	25.4	127	24.6
Longfellow	613	86.5	665	88.3	625	80.4	594	78.2	542	80.1
Horace Mann	797	87.5	763	86.9	752	84.1	730	83.1	701	81.2
McKinley	156	16.6	130	13.9	82	8.9	91	10.2	74	8.4
Mt. Vernon	252	21.5	233	20.1	178	15.0	170	14.7	160	15.4
Munsey	692	96.8	720	95.2	736	96.1	747	94.8	533	95.5
Nichols	1,013	98.0	920	96.2	860	96.0	773	94.9	729	93.4
Noble	672	71.1	632	68.5	614	68.5	569	67.2	537	64.3
Owens	0	0	0	0	3	.3	2	.2	28	3.3
Pauly					325	61.8	294	58.0	268	57.9
William Penn	355	82.6	400	87.7	310	76.0	303	75.1	294	73.1
Pioneer Drive	703	87.0	691	86.1	613	85.5	608	80.8	584	77.4
Roosevelt	632	94.2	651	91.8	601	89.7	526	87.6	424	86.7
Voorhies	326	96.7	309	89.6	346	87.8	345	85.0	329	83.5
Wayside	924	86.7	895	84.1	527	73.5	499	71.2	462	69.0
Frank West	833	92.0	839	93.8	800	92.8	755	88.7	657	87.1
Williams	387	47.5	353	43.2	374	44.8	369	47.2	330	42.8
Chipman					562	97.6	580	96.3	631	94.7
Compton	928	95.5	922	96.1	459	77.5	438	75.8	408	71.4
Curran	592	97.2	573	96.5	554	96.3	566	95.0	506	93.0
Emerson	353	54.0	346	53.1	312	51.5	335	51.9	293	46.2
Golden State	444	67.2	416	63.6	433	63.9	454	64.5	405	62.4
Lincoln	5	.7	2	.3	0	0	0	0	0	0
Sierra	485	63.6	458	61.1	413	57.3	384	55.4	382	52.5
Washington	581	66.3	541	64.2	435	63.7	426	62.3	414	62.6
Juvenile Hall					8	32.0	6	35.3	11	45.8
Peter Pan	50	53.8	51	55.4	44	49.4	41	52.6	35	48.6
Total	15,395	62.8	15,165	62.3	14,391	60.2	13,886	59.4	12,853	58.2

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SUMMARY OF COMPUTER EVALUATION

TABLE 6

Attendance Plan	Quadratic Measure of Balance	Pupils Eligible for Transportation	Average Miles Transported	Number Transported 4 Miles or More
"A"	88.60	5,210	2.18	568
"B"	90.57	6,585	1.93	140
"C"	83.99	5,311	2.69	428
"D"	88.26	7,923	2.06	263
"AB"	91.76	778	3.14	122
"CD"	86.82	1,091	2.90	18
Jan. 1972 Elem.	29.01	(3,500) (trans-) (ported)	NA	NA
Jan. 1972 Jr. High	43.59		NA	NA